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DESIGNING, IMPLEMENTING, AND EVALUATING A HOMEWORK POLICY
AND ITS EFFECTS ON DISCIPLINE AT THE GEORGE L. HESS
EDUCATIONAL COMPLEX

by
C. David Evangelist

A Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
April 17, 2003

Approved by

Date Approved

4-10-03

Abstract

C. David Evangelist

Designing, Implementing, and
Evaluating a Homework Policy
and Its Effects on Discipline at
The George L. Hess Educational
Complex
2003
Dr. Dennis Hurley
Educational Leadership

The purpose of this study was to determine the impact a new homework policy would have on discipline among sixth grade students. Over the five months of the study there were an average of 346 students involved in the project. It was determined that a new homework policy would be incorporated into the already successful behavior point system, as a means to help students grow into accountable individuals. This policy would enhance our Character Education Program by promoting student responsibility and signify to the student that his/her work is similar to an employee in their work place. Without a homework policy, the lack of a student's true accountability undermines the foundation of his/her education.

Student discipline referral records for the first semester were studied and comparisons between the previous year and the present year were evaluated. The vice principal in charge of sixth grade discipline was the same for the past and present school year.

Although discipline referrals for sixth grade students dropped from the previous year to the present, there was no evidence to prove it occurred due to the new homework policy.

Mini-Abstract

C. David Evangelist

Designing, Implementing, and
Evaluating a Homework Policy
and Its Effects on Discipline at
The George L. Hess Educational
Complex
2003
Dr. Dennis Hurley
Educational Leadership

The purpose of this study was to determine the overall impact a new homework policy would have on discipline among sixth grade students.

The final analysis showed no evidence to support the idea that a new homework policy would improve discipline among sixth grade students.

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I would like to express my gratitude to all of my professors at Rowan University for their dedication to our profession. Also, I would like to thank my colleagues at the George L. Hess Educational Complex for their help and guidance during this undertaking. A special thank you goes out to the administration at the Hess School. Because of them, this project was met with a great deal of support.

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Table of Contents

	Page
Acknowledgements.....	ii
Chapter 1 Introduction	1
Focus of the Study	1
Purpose of the Study	2
Definitions.....	3
Limitations of the Study.....	4
Setting of the Study.....	5
Significance of the Study	9
Organization of the Study	10
Chapter 2 Review of the Literature.....	11
Chapter 3 Design of the Study	26
Chapter 4 Presentation of the Research Findings	31
Chapter 5 Conclusions, Implications and Further Study	53
References.....	56
Appendix A.....	59
Biographical Data	64

List of Tables

	Page
Table 1 Discipline Report: Grades 5-6, September 2001	33
Table 2 Discipline Report: Grades 5-6, September 2002	34
Table 3 September Discipline Statistics - Grade 6	35
Table 4 Discipline Report: Grades 5-6, October 2001	37
Table 5 Discipline Report: Grades 5-6, October 2002	38
Table 6 October Discipline Statistics - Grade 6.....	39
Table 7 Discipline Report: Grades 5-6, November 2001	41
Table 8 Discipline Report: Grades 5-6, November 2002	42
Table 9 November Discipline Statistics - Grade 6.....	43
Table 10 Discipline Report: Grades 5-6, December 2001	45
Table 11 Discipline Report: Grades 5-6, December 2002	46
Table 12 December Discipline Statistics - Grade 6	47
Table 13 Discipline Report: Grades 5-6, January 2002	49
Table 14 Discipline Report: Grade 5-6, January 2003	50
Table 15 January Discipline Statistics - Grade 6	51
Table 16 First Semester Discipline Statistics - Grade 6	52

Chapter One

Introduction

Focus of the Study

Homework should be an important aspect of the learning process for all students. Unfortunately, many students do not take homework seriously. By implementing a homework policy at the George L. Hess Educational Complex, we would encourage students to be more accountable for their homework, and at the same time enhance our Character Education Program. Homework is a necessary practice, focusing on the skills that are presented in the classroom. Students who ignore homework make a mockery of our Character Education Program. In addition, homework assignments are factored into each student's numerical grade.

The previous way homework was handled at the Hess School worked to some extent. The biggest problem with it was the fact that no universal program existed. Many teachers were using their own system, making it very confusing for the students who had multiple teachers during a school day. Implementing this program as a school wide practice will give students and teachers a sense of confidence in knowing that everyone is following the same format.

This study will focus on exploring the implementation of a homework policy for grade 6, and the effects it has on discipline. After reviewing past and present disciplinary actions taken regarding missing homework, a policy will be formulated including consequences, and implemented during the first marking period of the school year.

Purpose of the Study

Research shows the effective means by which to relay the importance of doing homework. These methods will promote student responsibility and signify to the student that his/her work is similar to an employee in their work place. Without a homework policy, the lack of a student's true accountability undermines the foundation of his/her education.

Leadership skills were enhanced through the interaction with administration, the teachers union, the board of education, and the teaching staff. In addition, the design, implementation, and evaluation of this project also aided leadership skills.

Organizational change occurs by presenting recommendations for change in the methods of handling homework accountability at the George L. Hess Educational Complex.

The purpose of this study was to review past and present homework policies used in grade 6 in the Hamilton Township School District in order to make recommendations for change in the way this practice is handled.

Definitions

behavior point system – used to track points accumulated by students for discipline infractions.

Character Education Program – specific activities designed to increase a students' compassion and sensitivity towards others.

discipline referral – form filled out by teacher or administrator when a student violates a school rule.

Hess Shared – in house computer network where information is shared by staff members.

Homework Club – an after school club designed to help students complete homework.

homework policy - a standard set of expectations regarding homework.

self-contained classroom - a classroom where special needs students remain for all academic subjects.

special needs students - students who have been recognized as having some form of a learning disability.

Limitations of the Study

This project will take place at the George L. Hess Educational Complex, and include all sixth grade students. The Hess School is an elementary school, housing grades 2-6 in the Hamilton Township School District in Atlantic County, New Jersey.

For data gathering purposes, students in this study came from the sixth grade class from the present school year, as well as the sixth grade class from the previous school year. Data was collected during the first semester of each school year covered in the study. This will allow the study to draw comparisons from students' following two different sets of guidelines for homework.

The Hamilton Township School District has a high mobility rate. This factor will affect the study and its results.

Setting of the Study

This study takes place in Hamilton Township, which is a suburban area located approximately 20 miles west of Atlantic City, in the state of New Jersey. The county seat for Atlantic County was established in Mays Landing, which is a part of Hamilton Township, in 1837. A courthouse that was constructed in 1838 still remains active today. The first Board of Freeholders was established in 1837 in Mays Landing with representatives from four of the surrounding townships, Galloway, Hamilton, Egg Harbor, and Weymouth. As the township began to grow, so did the board of free holders. In 1967, the state legislature changed the size to a seven person at large county board. This stood until 1975 when a new charter came into effect. Atlantic County covers 561.01 square miles and encompasses 23 municipalities. The roots of local government in Atlantic County's municipalities are long standing. Community sizes and government forms vary throughout the county.

The governing body of Hamilton Township which exists today consists of five township committee members. These committee members are elected at large and serve three year staggered terms. The mayor is elected by the township committee, and serves a term of one year. The administrator of Hamilton Township oversees and directs all township operations, interacts with the public, and represents the township in dealings with county and federal agencies.

Hamilton Township is one of the largest townships in New Jersey, covering 115 square miles. Much of the township is sparsely populated as pineland zoned forest. Most of the population resides in the county seat of Mays Landing. Many smaller developments and towns make up the rest of the population. According to the 2000 census, there are approximately 20,499 residents of Hamilton Township. Of those, 71.4% are Caucasians, 20.2% African Americans, .3% Native Americans, 8% Hispanics, and .1% of some other race.

The median age in Hamilton Township is 30.9 years of age. Approximately 18% of the residents have a high school diploma. 8% of the residents are college graduates with at least a bachelors degree.

The median family income as of 1999 was \$50,259.00 with \$21,309.00 being the per capita income. 6% of the residents were categorized as below poverty level. Within the township, approximately 6% of the people receive social security, and 1% of the individuals receive public aid. The labor records indicate that 46% of township individuals hold jobs. Of these employed persons, 11% are in the professional/managerial areas, 11% are technicians or in sales, 10% are in the service industry, and 11% hold other jobs.

Hamilton Township has one school district which services students from kindergarten through eighth grade. The district has two elementary schools and one middle school. The George L. Hess Educational Complex was opened in 1992 and services grades 2-6. The Joseph Shaner School is the other elementary school. The Shaner School houses Pre-school, Kindergarten, and first grade.

The William Davies School services the 7th and 8th grade students. The average district per pupil expenditure for the year 2000-2001 was \$8,752.00. The average state per pupil expenditure for the same year was \$9,341.00. Each grade level consists of an average of 13 sections of 27 students. The racial/ethnic composition percentages are approximately: 2% Asian, 24% African American, 9% Hispanic, and 65% White. The student mobility rate is about 15% annually. 7% of the students have limited English language proficiency. Thirteen different languages are represented by the ethnic students. 32% of the student population qualify for the free lunch program. This is a total of 528 students. 14% of the student body are classified as “special education” students for a total of 234 students district wide.

According to the Individuals with Disabilities Education Act: 3 students are mentally retarded, 57 students are multi handicapped, 1 student is orthopedically impaired, 4 students are classified as health impaired. Seven students are seriously emotionally disturbed. 156 students are specific learning disabled, and 6 students are speech impaired.

The Hamilton Township staff consists of 267 staff members. Of the staff, 3% are administrators, 56% classroom teachers, 22% special resource teachers, 6% paraprofessionals, and 13% support staff. Our student/faculty ratio is 14.2 : 1. The student/administrator ratio is 593.0 : 1 In our district, administrators and faculty members possess at least the following degree: BA/BS – 85%, MA/MS – 15%, and PhD/EdD – 0%.

The New Jersey Department of Education has rated the district as one of the low socioeconomic school systems. There is a very high level of transient students. A full 15% of the student body move in and out during the course of a school year. Part of this problem stems from the nearby Atlantic City Casinos and their workers high level of transient behavior.

Presently, there is one principal and two vice principals at the Hess School. The student to administrator ratio is a rather high 578 to 1. In the 1998-1999 school year, 19% of the 120 person faculty possessed a degree higher than a bachelors degree. The average years of teaching experience was 9, and average salary was \$36,419.00.

The township shows a history of support in passing the yearly school budgets. Since 1996, the budget has passed 4 out of 5 times. The tax levy for the school budget is about the same as the 1995-1996 school year. The school tax rate has dropped 14.5 cents per \$100,000.00 assessed value since the 1997 school year.

Significance of the Study

The goal of this project is to generate a universal homework policy for grade 6. The homework policy will work in conjunction with our Homework Club. Our already successful Homework Club will not only be used as a means to get additional help, but to help students become accountable for their work, and grow into responsible individuals. The study will closely monitor changes in homework performance, and any changes that may be observed in the behavior of individual students.

Homework is a necessary practicing of skills that have been presented in a particular lesson. Since homework is factored into a student's numerical grade, it is obviously an important part of the academic success of each student. By incorporating our Homework Club with frequent offenders of homework, we are giving these students the opportunity to improve themselves. By receiving help during Homework Club, the goal is not only to improve academically, but to improve each student's self worth. If the self esteem of an individual is improved, the hope is that discipline will also improve.

Organization of the Study

Chapter Two of this study focuses on a literature review, which includes various homework policies which have been implemented in schools nationwide. The success and failure of these policies will also be addressed.

In Chapter Three, the design of the study will be covered. Chapter Four will reveal the research findings for the study. Lastly, the conclusions, implications and further study are presented in Chapter Five.

Chapter Two

Review of the Literature

Homework has always been a key element in education. It is important, but effective only when it is presented properly. Students must understand how important homework is. They must understand that their parents or the adults in their lives think that homework is important. If the people in their lives do not seem to care, then why would anyone think that the child would care?

Some schools have homework policies, and some do not. A homework policy can be a great motivator for students when it comes to completing assignments. Homework policies which clarify specific school standards, and make expectations clear, are very useful not only to the student, but to parents and teachers as well. At minimum, homework policies should define the role of homework in learning at each grade level, and the specific responsibilities of teachers, parents, and students. (Northwest Regional Educational Laboratory, 2001)

While some educators caution that school and district wide policies for homework can become restrictive (Black, 1996), there are advantages to having a shared understanding of how homework is being used to support learning. Homework policies not only help define a parents' role in homework, but also ensure that students and parents are informed about teachers' expectations. (Northwest Regional Educational Laboratory, 2001)

Another positive of a homework policy is that students within a school system do not have a new set of guidelines to follow each year regarding homework. When a school district decides to put a homework policy into effect, it gives them the opportunity to evaluate the positive and negative aspects of them. Researching the policies of other districts, and brainstorming ideas for their own district, is a great way to plan for success. Once the policy is in place, students, parents, and teachers all know what to expect from each other when it comes to homework.

To understand the importance of a homework policy we must first understand what homework is, what it takes to make it a successful experience for the student, and why it is so important. According to Jocelyn A. Butler (1987) homework is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge and to learn necessary skills of independent study. Butler (1987) also believes that homework can positively influence students in the following ways:

- ✓ Provide additional practice, increasing the amount of time students are actively engaged in learning and extending time on task.
- ✓ Be useful to teachers for monitoring student progress and diagnosing student learning problems.
- ✓ Be an effective way to increase student personal responsibility and individual accountability.
- ✓ Facilitate more rapid movement through the curriculum: students augment class time with outside study, freeing teachers to introduce new material more quickly.

- ✓ Lead to increased communications between parents and the schools and encourage parent awareness of student learning.
- ✓ Contribute to students' and parents' understanding that the school holds high expectations of students.

For the student to understand homework as a positive educational tool it must never be used as a punishment. On the other hand, a night without homework should never be used as a reward. In addition, homework should not be used in the same format night after night. Assignments should vary, with some being long, some short.

But, no assignment should be too lengthy. The teacher must be sure to gauge the length of the work, so as to avoid overwhelming the students. Homework can be used as a practice for new skills covered in class, or as a lead up to new material. A well thought out assignment can tap the creativity of the student.

Getting everyone with a stake in the student to agree to the importance of homework is not a simple task. School board members, administrators, teachers, and parents would all welcome the homework practices of their school in a perfect world. Unfortunately, in most districts, all of these groups do not see eye to eye on many issues, let alone homework.

The key element in the success of homework would have to be the parents. When schools, most importantly the teachers, stress the importance of homework, and are able to get through to the parents, then the students are given a much greater chance of succeeding in school. A student who sees their parent or guardian take an interest in homework is more likely to do the work.

Butler (1987) gives the following points for involving parents with homework.

- Have parents sign an agreement promising that students will do homework without television.
- Provide parents, particularly of elementary students, with study guides to help them help their children learn.
- Contact parents early if the student begins to develop a pattern of late or incomplete work.
- Parents are often asked by students for help: if there is a major change in approach (e.g., the “new math”), alert parents and provide them with information: this avoids parental frustration that can lead to student frustration and disinterest.
- Let parents know they are partners in the student’s education and that the sooner a good pattern of study is established, the better.

Butler (1987) also has some tips for parents to follow once they are on board with being involved with their child’s homework.

- Set a regular study time each day that is not to be interrupted by family plans, school activities or television and with a definite beginning and ending time.
- Establish a study area, away from household distractions, with good light and space for studying.
- Make sure students have the materials they need to do assignments (paper, colored pencils, etc.) and a safe place to store them.

- Have the student make a daily list of homework assignments so parent and student can both monitor progress on work.
- Help the student work to find the answer rather than doing the work just to get it done.
- Be supportive and give assistance when students get frustrated or discouraged with particularly difficult assignments.
- Contact the teacher to clear up any misunderstandings, troubleshoot problems and be better informed about the students' learning progress.

The more homework students complete, especially from grades six to twelve, the better they do in school, according to recent research. (Cooper, Lindsay, Nye, & Greathouse, 1998) Homework in the earlier grades promotes good attitudes and study habits, and can have a long-term effect that reveals itself later on, when the student moves into secondary school. (Cooper, et al. 1998) But, once again, we must refer to parental involvement. Without it, dozens of assignments can be thrown at students with minimal results if there is no parental support. Attitudes about homework may be transmitted from parent to child, and parental involvement in the homework process affects their child's education. (Cooper, et al. 1998)

Homework at the elementary level positively affects students' persistence with, and completion of homework in secondary school, where homework has been found to have the greatest effect on learning. (Brown, 2002) Homework can instill a sense of accomplishment in a student.

Just as an adult performs at a particular job, a child can learn the same sense of pride at an earlier stage of life. It might be said that performing well on homework, and school in general, prepares young people for handling the responsibilities that go with working in the future.

Teachers must put an honest effort into creating homework assignments that are stimulating, interesting, and worthwhile. With the number of single family homes remaining at a high level, more and more of the educational burden lies on the teacher. The type of assignments handed out in school must be quality if they are to spark the interest of our students. If not, many children in our latchkey society will ignore these assignments if the parent can not be involved as much as they should be.

Many students look at homework as a worthless waste of time. For a large number of them, copying the homework of another student is not a big deal. These students may be the same students who would never dream of cheating on a test, or copying a research paper. Some students will only do homework if it means passing a class. (Education World, 2000)

The importance of a homework policy can be summed up in one word, guidelines. These guidelines are standards set by schools, or school districts, which give their students clear directions to follow when it comes to the importance of homework. Guidelines that are followed aid the student in achieving classroom and school goals.

Homework policies come in many forms. Some are very basic, spelling out just the amount of homework which will be given. Others instruct parents as to their involvement in their child's homework each night. There are schools that list their homework policy on the school web site. Many schools also use their web site to list homework assignments for individual teachers. The best policies seem to be those which lay out consequences for homework which is not handed in. This type can take any confusion out of the value placed on homework.

Butler (1987) gives the following examples of district homework policies.

Example 1 – Seattle, Washington Public Schools district wide homework policy and procedures. A single policy statement applied to all schools in the district: It is the policy of the Seattle School District that homework is required for all students. Homework standards and procedures will be established within each individual building following the guidelines established by the district. In addition to this policy, the board also formally adopted procedures, one set for each of three levels: high school, middle school and elementary school. Each set of procedures includes an introduction describing the district homework policy, procedural guidelines for homework standards at individual buildings to assure uniformity, fairness and flexibility, and lists of responsibilities for the school/staff, parents and students. One example follows.

MIDDLE SCHOOL

HOMEWORK PROCEDURES

(G 60.02, Adopted June 1983)

INTRODUCTION

Homework includes any class-related assignments to be accomplished outside regular class time, whether voluntary or teacher assigned.

Homework will be used by teachers as an extension of classroom instruction to expand or enrich the regular class work or to assure mastery of a particular skill or concept.

PROCEDURES

Each school will develop homework standards and procedures based upon the following guidelines. These standards and procedures will be reviewed and explained to staff, students and parents at the beginning of each school year.

1. SCHOOL/STAFF RESPONSIBILITIES

The teacher's responsibilities in implementing homework policies are to:

1. Be sure your students understand and know how to complete assignments successfully. Opportunity should be provided during regular class time to monitor the students' understanding of the assignment.
2. Coordinate homework assignments with other teachers so that no student receives excessive assignments on a single night. Care should be taken to prevent any one subject from dominating a students' homework time.

3. Flexibility is important when teachers become aware of student homework overload.
4. Avoid routine assignments over holiday and vacation time.
5. Give special consideration to limiting weekend assignments.
6. Provide specific written explanation of long-range assignments so that the requirements and expectations are clearly understood by the students and their parents.
7. No teacher should fail to assign needed homework when, in their judgement, homework is required to accomplish academic goals and objectives.
8. Follow a general guideline of 5-10 hours per week (1-2 hours per night) while giving consideration to individual student needs and ability levels.
9. Homework will be considered as a part of the total learning process and will be monitored (specific feedback, check in, graded, etc.) in light of lesson objective to be accomplished.

10. PARENT RESPONSIBILITIES

The parent's responsibilities are to:

1. Assist students to develop good study habits by providing a specific time and place for study which is free of television and other distraction.
2. Contact students' teachers or counselors regarding concerns about homework.
3. Student Responsibilities

The student's responsibilities are to:

1. Be sure they understand the assignments.
2. Complete the assignments.
3. Turn the assignments in by the specific due date.

The next example is the homework policy for the Indianapolis, Indiana, Public Schools:

MESSAGE TO PARENTS FROM THE SUPERINTENDENT

It is the policy of the Indianapolis Public Schools that homework is, in general, an important pupil activity which contributes to the educative process. Homework may serve to tie the school more closely to home. It is a demonstration of teacher expectations to both pupil and parent. By definition, homework is a task initiated and/or motivated in the classroom related to the objective of the course studied which is normally completed during out-of-class time. Homework may take the form of additional practice on exercises, reading of material on a specific subject, in-depth follow-up of classroom activities, or independent project work related to the subject.

WHAT ARE THE PURPOSES OF HOMEWORK?

Homework should:

1. Reinforce skills introduced in the classroom.
2. Achieve mastery of basic learning such as arithmetic facts.
3. Promote independent in depth study of the chosen topics.
4. Provide opportunities for broad enrichment activities.
5. Promote wise and orderly use of time.

HOW MUCH HOMEWORK SHOULD BE ASSIGNED?

PRIMARY LEVEL. Homework is usually voluntary at the primary level. Pupils may complete work at home which was begun in class. Special projects may be undertaken which require more time and materials than the school can provide. Additional reading for pleasure should be encouraged. Work missed due to absence may be a proper basis for homework at the primary level. In general, daily or regularly scheduled homework is not assigned.

INTERMEDIATE LEVEL. Homework in certain areas may be assigned on a regular basis, especially in reading and mathematics. The homework should be meaningful and consistent with course objectives. In general, homework at this level should not total more than one hour, on the average, per day. Little or no homework should be assigned over weekends except voluntary projects.

JUNIOR HIGH SCHOOL (7-8). Homework at this level should be regularly assigned, not necessarily daily. Emphasis should be on reading and mathematics. Whenever possible, study time at school should be provided for homework with guidance and assistance from teachers made available. As a guideline, the total daily homework assignments should not require more than two hours and rarely more than one hour for out-of-class preparation time. Weekend or holiday assignments should be largely on voluntary projects or make-up work. Teachers should plan cooperatively in making assignments, so that an equitable load results.

HIGH SCHOOL (9-12). Regular homework should be assigned and expected for most high school courses. Typically, the initial phase of homework will begin in the classroom and be completed out-of-class, either at school or at home. Length of assignments will vary according to purpose and level, but it is suggested that moderate assignments completed and well done are more effective than lengthy or difficult ones poorly done. Generally, homework on weekends or holidays should be limited to review, voluntary projects or make-up work.

WHAT ARE TEACHERS' RESPONSIBILITIES?

Teachers should be sure that:

1. The objectives of the lesson and resultant homework are fully understood.
2. The direction, extent and options in homework are clear.
3. Background and reference materials are available.
4. Students at various levels of achievement have a reasonable chance of completing assignments successfully.
5. An unfair burden of homework for a subject is not placed on the pupil.
6. Homework is collected promptly and a record made for each pupil.
7. Homework is checked and evaluated.
8. Homework is normally returned in a short period of time, but not to exceed two weeks, with an indication of the evaluation. Certain material may be retained for display purposes.
9. Parents are informed of their responsibilities.

WHAT ARE PARENTS' RESPONSIBILITIES?

Parents should:

1. Observe closely how well the pupil does his homework and send a note to the teacher whenever the pupil is observed to be having difficulty with a particular assignment.
2. Support the school and the teachers in providing a suitable environment for homework.
3. Provide time and encouragement for their children to do good schoolwork, including homework.
4. Coordinate homework efforts with the teacher in special cases.
5. Guide or assist in homework when unusual difficulties arise (but never do the homework for the child).
6. Provide educational activities that broaden the child's interests, such as visits to museums, the zoo and other places where learning can take place.
7. Monitor television and radio viewing and listening so that homework and other school activities do not suffer.
8. In unusual cases, provide opportunities for specialized help, such as tutoring, when progress falters and all school resources have not been as successful as desired.

The Indianapolis Board of Education commissioner is eager to provide the best possible educational opportunities for all the school children in IPS schools. These include physical facilities, professional and supportive staff, learning materials and other resources. Only about six hours per day, on the average, of a pupil's time is under control of the schools. Therefore, parents and the public share the responsibility for educating children in all aspects of life. Homework, along with sports, special programs and other activities is an important link in a total educational program.

According to Yvonne Eddy (1984) the following issues should be considered when developing homework policies:

- What kind of homework is most effective?
- How much homework is appropriate?
- At what age level is homework a useful learning tool?
- Who is responsible for deciding how much homework to assign?
- Who is responsible for monitoring homework?

While these questions are unlikely to be answered in the same way in all schools and school districts, what can be said is that individualized homework assigned to appropriate grade levels seems to help students develop the disciplined study habits that result in increased scholastic achievement.

Homework can bring all of the vital aspects of education together for the common goal of improving student performance in school. Students, their parents, and teachers all have a stake in the education process. When they work together regarding homework, the odds of the student succeeding increase dramatically. If all parties are aware of, and in tune with their district homework policy, there is no question as to how to go about fulfilling the guidelines for a well thought out program.

Chapter Three

Design of the Study

Description of the Research Design

This study was designed to assess the effectiveness a homework policy has on discipline for sixth grade students. By changing the previous way the non-completion of homework was handled, to a structured format, we are able to determine if a homework policy has a place in our school.

In the past, every sixth grade teacher had a way of handling missing homework assignments. Needless to say, one teacher was not consistent with the next. In dealing with homework, consistency is important. Not only is it somewhat unfair to the student, but unfair to the staff as well. Sixth grade students are changing classes and seeing multiple teachers during the course of the day. The student needs to know how they will be treated from class to class. Obviously, it would be easier on them if a consistent policy were in effect. Also, the teachers would not have to worry about how fair they are being when it comes to missing assignments.

Out of inconsistency grows policy. A discipline committee was formed to work on a new set of guidelines for handling homework for the sixth grade. The committee got together numerous times prior to the start of the 2002-03 school year to hammer out the policy. The goal of the committee was to find a way for the students to complete their homework assignments, thus giving them a better chance for success in the classroom.

The committee felt that consequences must be instituted for the students to become serious about their work. Consequences were then set for varying levels of incomplete assignments.

Since the Hess School has countless after school clubs and activities, it was determined that they be tied into the new homework policy. Students who missed a prescribed number of assignments were required to attend Homework Club for a period of time. During that time the student would be ineligible for any clubs or activities.

Following is a breakdown of missed assignments and their consequences:

1-5 missing assignments = Teacher intervention with documentation.

6-9 missing assignments = Enrollment in Homework Club for 1 day per week, for 8 weeks, parent notification, no after school clubs or activities for 1 month.

10 - 14 missing assignments = Enrollment in Homework Club for 2 days per week, for 8 weeks, parent notification, no after school clubs or activities for 1 marking period.

15 - 19 missing assignments = Enrollment in Homework Club for 3 days per week, for 8 weeks, parent notification, no after school clubs or activities for 2 marking periods.

20 and above missing assignments = Enrollment in Homework Club for 3 days per week, the entire school year.

Missed assignments are recorded on Microsoft Excel. Access to this program is gained by teachers through our in-house network called Hess Shared. The teacher at the time a student misses an assignment is responsible to log-in the missed work. The missed assignments are listed by individual classes and by total for the student in all classes. Once the student reaches a prescribed limit of missed assignments it is the responsibility of the teacher at that time to fill out the paperwork required for the student to attend Homework Club.

Development and Design of the Research Instrument Used in the Study

In this study the research design utilized a tracking system research model. The purpose of this research was to set up a discipline comparison between the sixth grade class during the first semester of last school year, and the sixth grade class for the first semester of the 2002-03 school year. The population was chosen due to the fact that sixth grade students have the highest number of discipline referrals in the Hess School annually. The tracking research provides a means to get solid data to support or negate the effectiveness of the new homework policy.

To assess the overall effectiveness the homework policy was having on discipline, monthly discipline reports were reviewed. These reports were reviewed for the months of September of 2002, through January of 2003, and compared to September of 2001, through January of 2002.

Sample and Sampling Technique Used in the Study

Participants in the study consisted of the entire sixth grade class at the George L. Hess Educational Complex. The Hess School is an extremely large elementary school located in the Hamilton Township School District of Atlantic County. Approximately 346 students make-up the diverse population of the sixth grade. During the two years in which numbers were gathered for this study, the school maintained the same Vice Principal for grade 6. This is an important factor when dealing with issues pertaining to discipline.

Data Collection Approach

In terms of collecting data on overall discipline a comparison was made between the present sixth grade class, and the previous sixth grade class. After students had been exposed to the new homework policy during the present school year, discipline records were examined monthly, from September through January. These figures were then compared to the discipline records for the previous group of sixth grade students from September through January of the previous school year.

Data Analysis Plan

This project was developed in hopes of reducing discipline referrals for sixth grade students. The data will be analyzed at the end of this study. Findings will be based on discipline comparisons made between the sixth grade class for the first semester of the present school year, and the performance of the previous sixth grade class over the same period of time during the past school year. Data will be shown by the percentage change of referrals from last year to the present year.

Chapter Four

Presentation of the Research Findings

The purpose of this study was to assess the effectiveness a homework policy would have on discipline in the sixth grade. Discipline records for sixth grade students were compared for the first semester of the present school year and the first semester of the previous school year. For the present school year an average of 346 students over the first semester were studied, compared to an average of 327 for the first semester for the previous year. The study would evaluate the change, if any, to discipline administered to sixth grade students now that a homework policy is in place.

During the previous year a school-wide homework policy was not being used. For the present year all sixth grade students are following a homework policy, which is being closely monitored by sixth grade teachers as well as administrators. The students must attend homework club upon missing a prescribed number of homework assignments. The breakdown of missed assignments to their consequences is covered on page 27 of chapter three. The entire sixth grade staff has been very supportive in regards to the implementation of the new homework policy. In addition, the students have accepted the program without any resistance.

The discipline report tables found on the following pages cover actual numbers for enrollment, student mobility, and administrative disciplinary actions for the period of time covered in the study. The bar graph tables show the change in disciplinary actions from the past school year to the present based on sixth grade enrollment.

The first month covered in the study is September. A review of the discipline reports on tables 1 and 2 demonstrate an increase in enrollment for sixth grade students of 6.1% for the 2002 school year. The number of 5th and 6th grade self-contained special education students, however, dropped by 33%. Student mobility stood at 3.4% for the month during 2001, and was 1.7% for 2002. Administrative disciplinary actions for sixth grade students taken for 2001 totaled 36 compared to only 15 in 2002. This shows a decrease of 58.3% from the previous year to the present.

Table 3 compares September of 2001 to September of 2002, based on the percentage of disciplinary actions taken with regards to enrollment for the month. During September of 2001, disciplinary actions taken compared with overall sixth grade enrollment stood at 11%. In September of 2002, disciplinary actions dropped 6.7%, down to 4.3%.

Table 1

Discipline Report: Grades 5-6, September 2001

September Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	344	326	33	703
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	5	9		14
Transfers Out of District	4	2		6
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention		19(7)	28(14)	47(21)
Administrative Detention		0	0	0
Time Out		1	1	2
External Suspension 1-4 Days		1	3	4
External Suspension 5-10 Days		0	0	0
<u>Bus Suspension</u>		<u>1</u>	<u>4</u>	<u>5</u>
Total		22	36	58

KEY

Special Education refers to self contained students.

() denotes the number of Special Education students.

Table 2

Discipline Report: Grades 5-6, September 2002

September Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	299	346	22	667
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	7	3		10
Transfers Out of District	7	3		10
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	10(8)	8(4)		18(12)
Administrative Detention	0	0		0
Time Out	2(1)	4(1)		6(2)
External Suspension 1-4 Days	0	2		2
External Suspension 5-10 Days	0	0		0
<u>Bus Suspension</u>	<u>0</u>	<u>1</u>		<u>1</u>
Total	12(9)	15(5)		27(14)

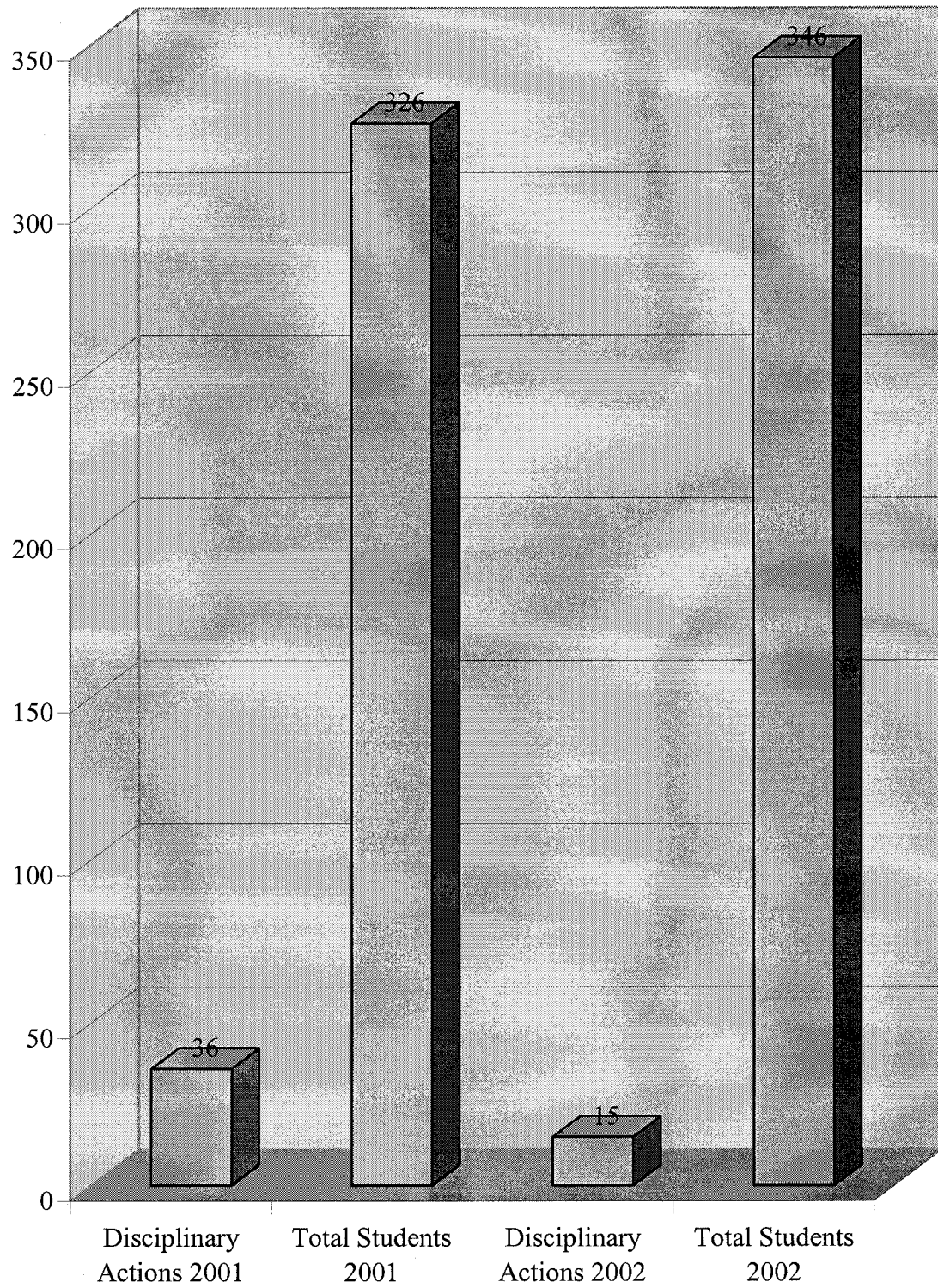
KEY

Special Education refers to self contained students.

() denotes the number of Special Education students.

Table 3

September Discipline Statistics - Grade 6



The second month covered in the study is October. A review of the discipline reports on tables 4 and 5 show an increase in enrollment for sixth grade students of 6.4% for the 2002 school year. As was the case last year, the number of 5th and 6th grade self-contained special education students dropped. This year the number fell by 37.1%. Student mobility came in at 1.8% for October of 2001, and .9% for 2002. Administrative disciplinary actions taken for 2001 totaled 45 compared to 47 in 2002. This shows an increase of 4.4% from the previous year to the present.

Table 3 compares October of 2001 to October of 2002, based on the percentage of disciplinary actions taken with regards to enrollment for the month. During October of 2001, disciplinary actions taken compared with overall sixth grade enrollment totaled 13.8%. In October of 2002, disciplinary actions dropped slightly to 13.5 %.

Table 4

Discipline Report: Grades 5-6, October 2001

October Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	342	326	35	703
Student Movement:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	5	2		7
Transfers Out of District	3	4		7
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention		3(2)	7(5)	10(6)
Administrative Detention		34(8)	29(20)	63(28)
Time Out		7(3)	4(3)	11(6)
External Suspension 1-4 Days		2(1)	1	3(1)
External Suspension 5-10 Days		0	0	0
<u>Bus Suspension</u>		0	4(3)	4(3)
Total		46(14)	45(32)	91(46)

KEY

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Table 5

Discipline Report: Grades 5-6, October 2002

October Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	306	347	22	675
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	8	2		10
Transfers Out of District	1	1		2
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	0	2		2
Administrative Detention	28(12)	26(13)		54(25)
Time Out	18(7)	15(10)		33(17)
External Suspension 1-4 Days	1(1)	5(4)		6(5)
External Suspension 5-10 Days	0	0		0
<u>Bus Suspension</u>	<u>0</u>	<u>1</u>		<u>1</u>
Total	47(20)	47(27)		96(47)

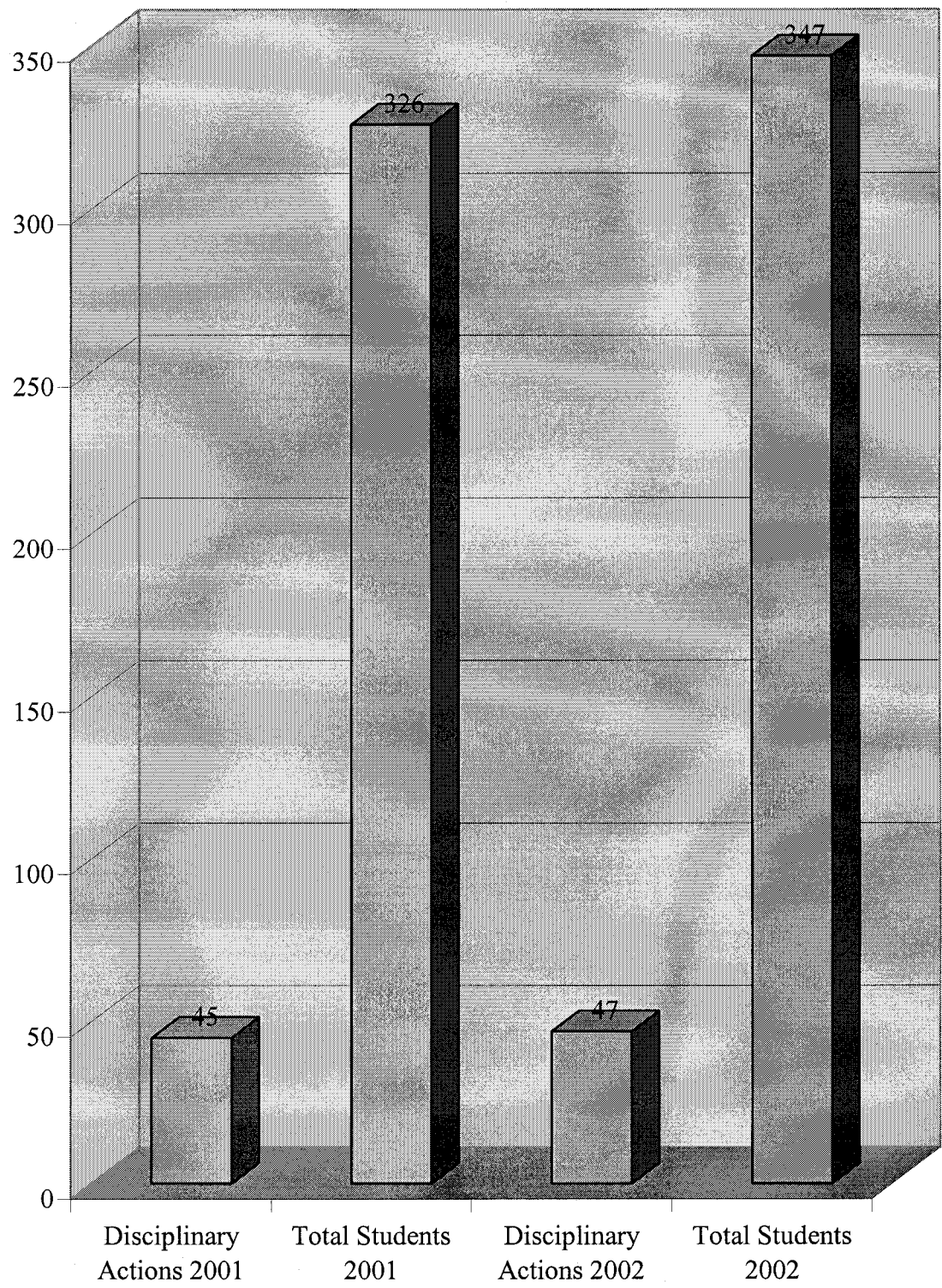
KEY

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Table 6

October Discipline Statistics - Grade 6



When looking at the month of November, an increase in enrollment for sixth grade students can again be found for the year of 2002. Tables 7 and 8 show the 5.2% upward shift. The discipline reports show a change on the minus side of 37.1% for 5th and 6th grade self-contained special education students. Student mobility was 1.5% in November of 2001 and 2002. Administrative disciplinary actions taken for 2001 totaled 35 compared to 39 in 2002. This shows an increase of 11.4% from the previous year to the present.

Table 9 compares November of 2001 to November of 2002, based on the percentage of disciplinary actions taken with regards to enrollment for the month. During November of 2001, disciplinary actions taken compared with overall sixth grade enrollment totaled 10.7%. In November of 2002, disciplinary actions rose slightly to 11.3 %.

Table 7

Discipline Report: Grades 5-6, November 2001

November Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	340	328	35	703
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	4	2		6
Transfers Out of District	3	3		6
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	3	3(1)		6(1)
Administrative Detention	12(3)	27(16)		39(19)
Time Out	6(2)	2(2)		8(4)
External Suspension 1-4 Days	0	0		0
External Suspension 5-10 Days	0	1(1)		1(1)
<u>Bus Suspension</u>	<u>0</u>	<u>2(2)</u>		<u>2(2)</u>
Total	21(5)	35(22)		56(27)

KEY

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Table 8

Discipline Report: Grades 5-6, November 2002

November Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	302	345	22	669
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	4	2		6
Transfers Out of District	3	3		6
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention		2(1)	0	2(1)
Administrative Detention		9(4)	23(7)	32(11)
Time Out		4	8(4)	12(4)
External Suspension 1-4 Days		5(4)	5(3)	10(7)
External Suspension 5-10 Days		0	0	0
<u>Bus Suspension</u>		0	3(2)	3(2)
Total		20(9)	39(16)	59(25)

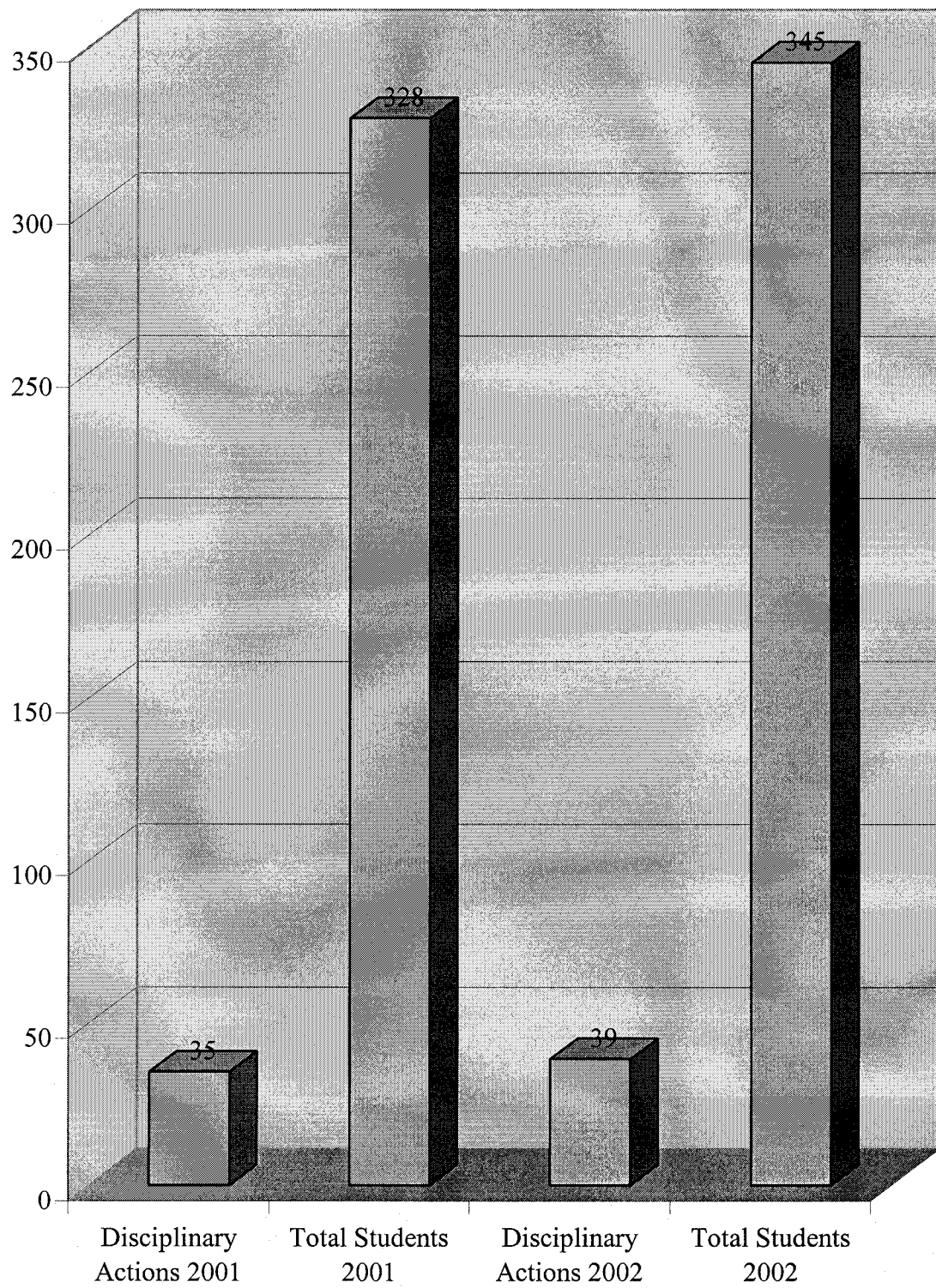
KEY

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Table 9

November Discipline Statistics - Grade 6



The next month in the study is December. An increase in enrollment of 5.5% for sixth grade students was observed on tables 10 and 11 for the year of 2002. The discipline reports show a decrease of 31.3% for 5th and 6th grade self-contained special education students. Student mobility was 2.1% in December of 2001, and .9% for 2002. Administrative disciplinary actions taken for 2001 totaled 31 compared to 21 in 2002. This demonstrates a decrease of 32.3% from the previous year to the present.

Table 12 compares December of 2001 to December of 2002, based on the percentage of disciplinary actions taken with regards to enrollment for the month. During December of 2001, disciplinary actions taken compared with overall sixth grade enrollment totaled 9.5%. In December of 2002, disciplinary actions dropped significantly to 6.1 %.

Table 10

Discipline Report: Grades 5-6, December 2001

December Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	339	328	32	699
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	2	2		4
Transfers Out of District	3	5		8
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	0	1(1)		1(1)
Administrative Detention	13(3)	22(10)		35(13)
Time Out	2(1)	5(3)		7(4)
External Suspension 1-4 Days	0	3(1)		3(1)
External Suspension 5-10 Days	0	0		0
<u>Bus Suspension</u>	<u>0</u>	<u>0</u>		<u>0</u>
Total	15(4)	31(15)		46(19)

KEY

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() denotes the number of Special Education students.

Table 11

Discipline Report: Grades 5-6, December 2002

December Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	304	346	22	672
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	2	3		5
Transfers Out of District	0	0		0
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	1(0)	0(0)		1(0)
Administrative Detention	15(8)	8(0)		23(8)
Time Out	6(4)	12(3)		18(7)
External Suspension 1-4 Days	0	0		0
External Suspension 5-10 Days	0	0		0
<u>Bus Suspension</u>	<u>1(1)</u>	<u>1(0)</u>		<u>2(1)</u>
Total	23(13)	21(3)		44(16)

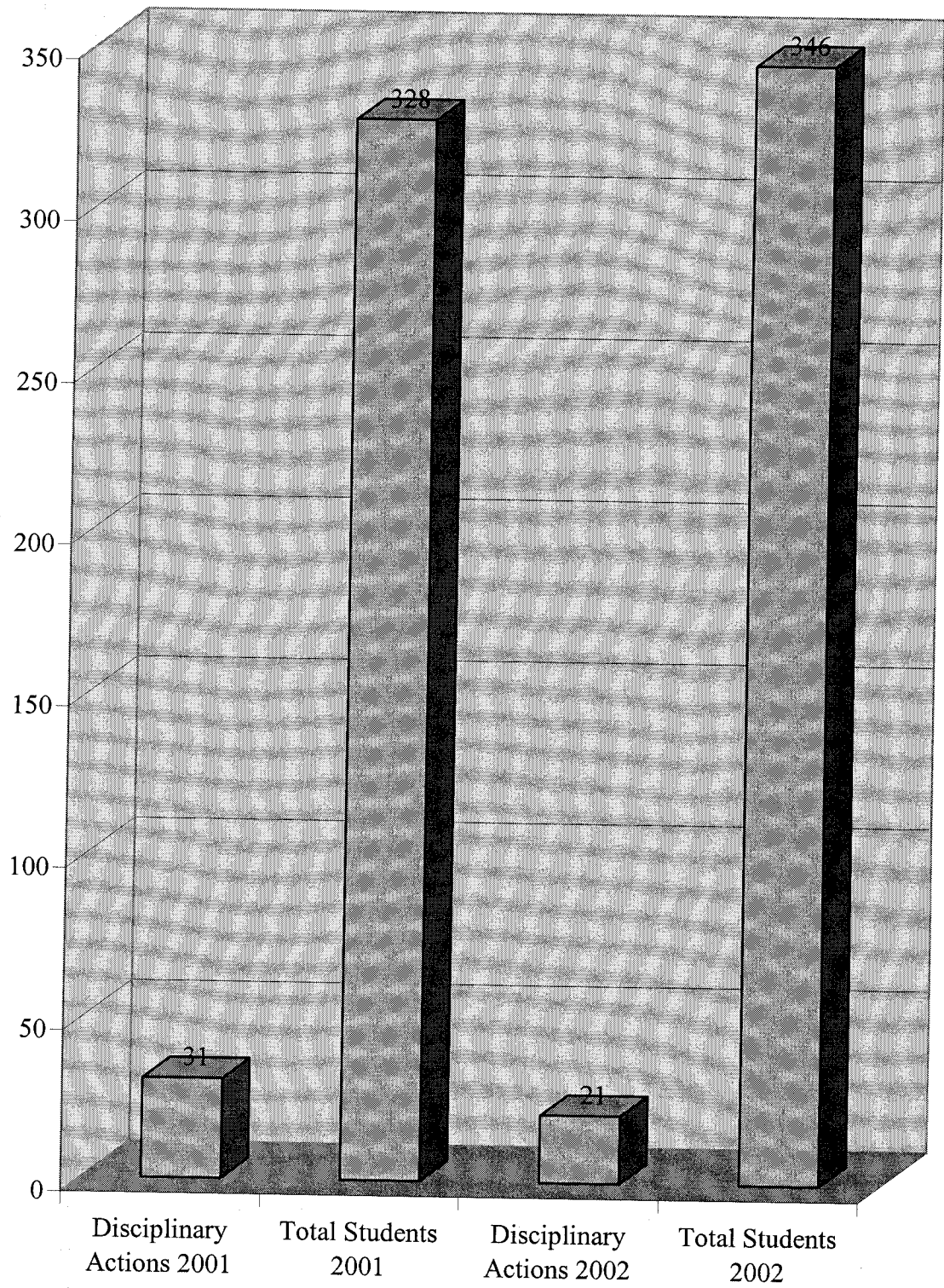
KEY

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Table 12

December Discipline Statistics - Grade 6



In the final month, January, an increase in enrollment from 2002 to 2003 is again evident at 5.5% for sixth grade students. Tables 13 and 14 show a 37.5% decrease for 5th and 6th grade self-contained special education students from 2002 to 2003. Student mobility was 2.4% for January of 2002, and 3.5% in 2003. Administrative disciplinary actions taken for 2002 totaled 36 compared to 47 in 2003. This demonstrates an increase of 30.6% from the previous year to the present.

Table 15 compares January of 2002 to January of 2003, based on the percentage of disciplinary actions taken with regards to enrollment for the month. During January of 2002, disciplinary actions taken compared with overall sixth grade enrollment totaled 11%. In January of 2003, disciplinary actions went up more than two and one half percent to 13.6 %.

The final table, number 16, gives a comparison for the entire first semester of both the 2001-2002 and 2002-2003 school years. The figures represent the percentage of disciplinary actions taken compared to enrollment for the five month period covering both years. For the 2001-2002 year, disciplinary actions compared to overall sixth grade enrollment stood at 11.2%. For the 2002-2003 year, disciplinary actions dropped to 9.8%.

Table 13

Discipline Report: Grades 5-6, January 2002

January Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	342	328	32	702
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	7	4		11
Transfers Out of District	4	4		8
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention	1(1)	0(0)		1(1)
Administrative Detention	27(5)	23(7)		50(12)
Time Out	13(6)	9(4)		22(10)
External Suspension 1-4 Days	0	2(2)		2(2)
External Suspension 5-10 Days	0	0		0
<u>Bus Suspension</u>	<u>2(0)</u>	<u>2(1)</u>		<u>4(1)</u>
Total	43(12)	36(14)		79(26)

KEY

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() denotes the number of Special Education students.

Table 14

Discipline Report: Grades 5-6, January 2003

January Enrollment:	<u>Grade 5</u>	<u>Grade 6</u>	<u>Special Ed.</u>	<u>Total</u>
	307	346	20	673
Student Mobility:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
New Registrations	6	5		11
Transfers Out of District	3	7		10
Administrative Disciplinary Actions:	<u>Grade 5</u>	<u>Grade 6</u>		<u>Total</u>
Lunch/Recess Detention		0(0)	1(0)	1(0)
Administrative Detention		17(4)	21(4)	38(8)
Time Out		9(4)	16(8)	25(12)
External Suspension 1-4 Days		1(1)	7(4)	8(5)
External Suspension 5-10 Days		0	0	0
<u>Bus Suspension</u>		<u>1(1)</u>	<u>2(1)</u>	<u>3(2)</u>
Total		28(10)	47(17)	75(27)

KEY

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() denotes the number of Special Education students.

Table 15

January Discipline Statistics - Grade 6

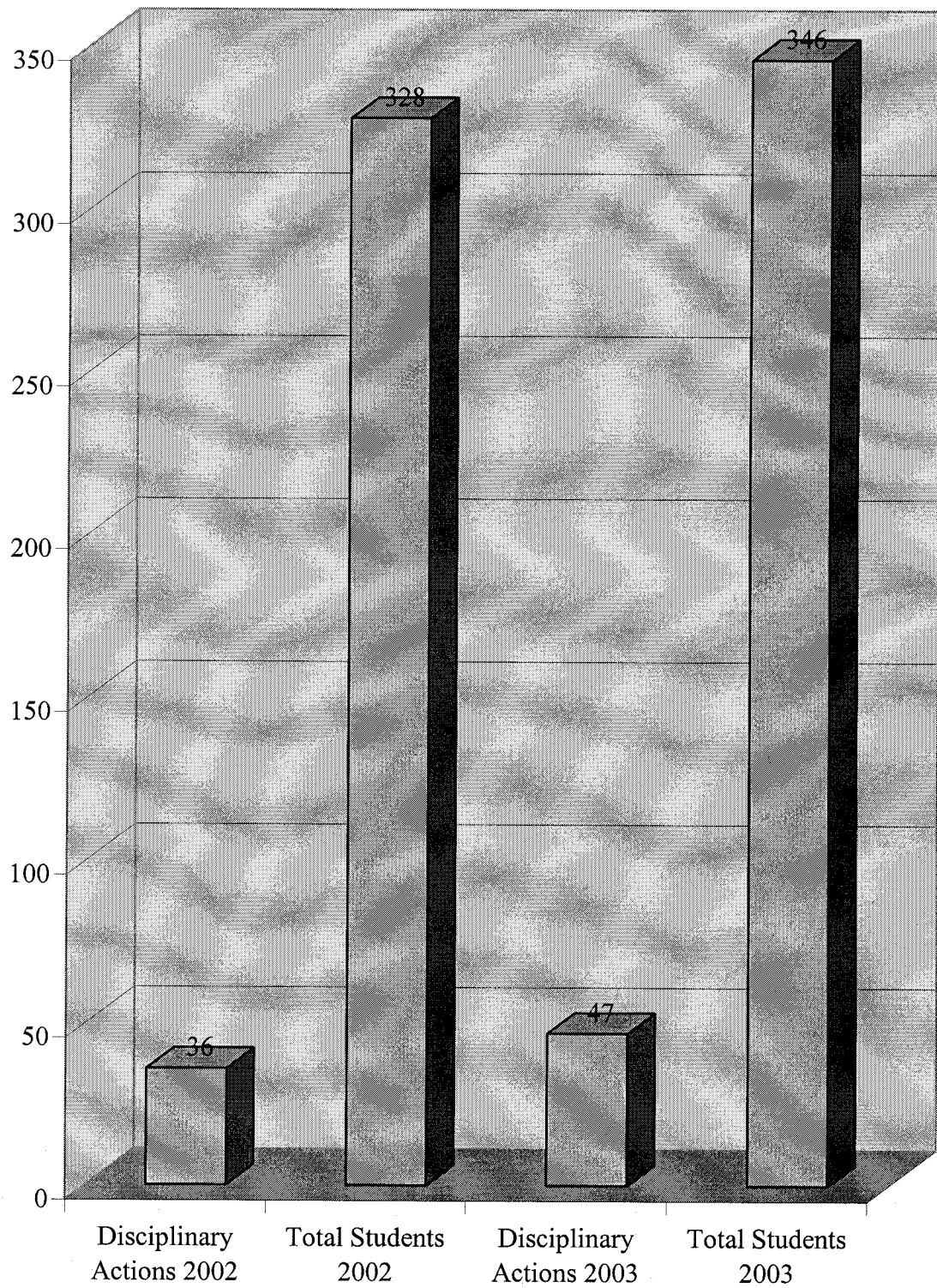
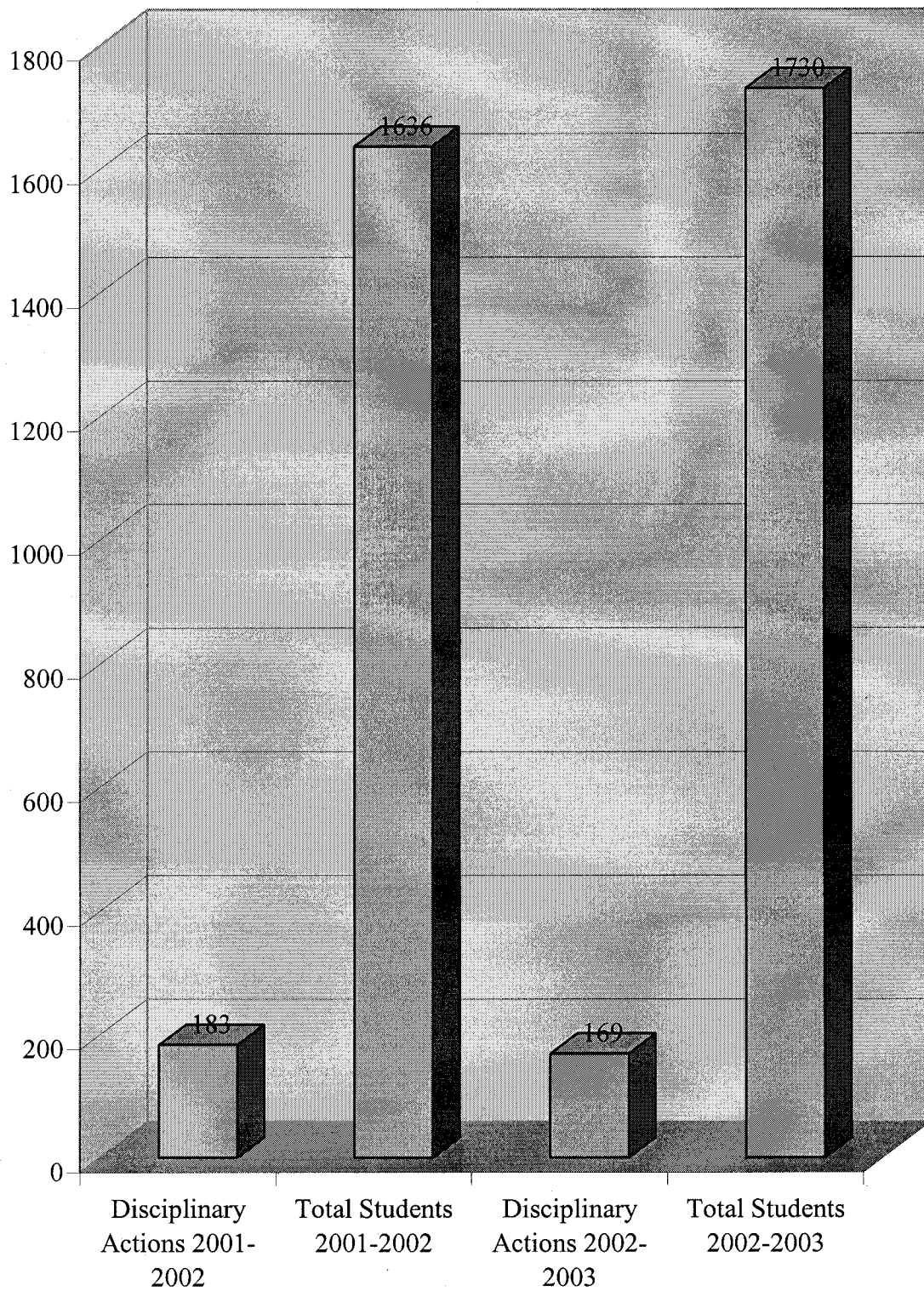


Table 16

First Semester Discipline Statistics - Grade 6



Chapter Five

Conclusions, Implications and Further Study

Conclusions

It is no secret that homework has long been an important aspect of the educational system. Getting students to understand the importance of homework can be a difficult task. By creating a homework policy at the George L. Hess Educational Complex, the school has given students a greater opportunity for success. Since installing this policy, the school has promoted the importance of homework accountability and experienced a decrease in discipline referrals. In addition, teachers and administrators have less incomplete homework assignments to deal with.

The creation of the homework policy has forced students to give more serious consideration to their homework assignments. When homework is not completed, students are required to attend Homework Club. Those attending Homework Club are given encouragement as well as hands on help to complete their assignments. Many of these students do not have the necessities required to complete some of their work. Some students simply do not have anyone they can turn to when they need some help with an assignment. After some early resistance, many parents who have children involved in the Homework Club have commented that it is one of the best things to happen to their child. The fact that some form of structure has been added to their lives has given them more focus and less time to get in trouble.

In actual numbers, the implementation of the homework policy during the present school year has given a minor blow to discipline referrals for sixth grade students. The policy has been in place for one semester, and during that time statistics show a decrease in sixth grade referrals from the 2001-2002 year to the 2002-2003 year. Total discipline referrals for sixth graders during the 2001-2002 year were 183 for the first semester. For the 2002-2003 year, sixth grade discipline referrals totaled 169 for the first semester. When relating these numbers to overall sixth grade student population during the two years of the study, a drop of 1.4% is indicated. The number is not staggering, but it is a decrease none the less.

Implications

Most times when a new program is introduced into an educational setting, it is met with initial high expectations. Once the staff is on board, the students should be the next to fall in line. With a program such as a new homework policy, students may be more apprehensive due to the fact that it deals with a subject they are not fond of. Upon getting involved in the program, many students settle in and realize that it might be what they have always needed. Just having an adult to supervise their work may be that intangible necessary to jump-start a student in the right direction. If a student is completing homework, they are seeing the results of their efforts. They may also feel less frustrated with their lives, thus allowing them to make more positive decisions.

Further Study

With any program, time is always a factor when trying to decide whether or not it is a success or failure. This study covers one semester, or five months of the 2002-2003 school year. The results taken in the time frame the new homework policy has been in place show a positive impact on discipline for sixth grade students. A better gauge of the impact of this program would probably be realized over a period of time of two or more years. Obviously, the data gathered in one semester could be flawed. Given more time, a study such as this would produce more realistic results.

There is little dispute throughout the Hess School that the new homework policy has been a great success. At this time, students are attending Homework Club regularly, and parents are almost unanimous in their approval of the policy. The question remains whether or not an impact will be felt on discipline referrals over time. Again, because of the relatively short period of time, this study can not assess the long-term effects of a homework policy on discipline referrals.

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Appendix A
Research Instruments

Hess School Homework Accountability Policy for Grades 5 and 6

The Hess School's Homework Policy will encourage students to be more accountable for their Homework and will serve to enhance the Character Education Program's values that are currently being taught. The Homework accountability policy will serve to promote student responsibility and signify to the student that his / her work is similar to an employee in their work place. Student's need to learn that true accountability for their work strengthens the foundation of their education. Homework is a necessary practicing of skills that reinforces skills that were taught in particular lessons.

The Homework Policy and various interventions are in the spirit of helping the student understand the importance of completing Homework and succeeding in school. The Homework Policy at the Hess School will be universally incorporated and utilized in the fifth and sixth grades.

As a guideline: a fifth grade student should have - 50 minutes of homework daily
a sixth grade student should have - 60 minutes of homework daily
50% of the homework time should be allotted to Mathematics and 50% to Language Arts

If a student has missed certain numbers of homework assignments the following level system will be implemented:

1- 5 – missing assignments / Teacher Intervention / Documentation

6 - 9 - missing assignments = Enrollment in the homework club (1 marking period /1 day per week), parent notification, no after school clubs / activities for 1 month.

10-14 - missing assignments = homework club (1 marking period /2 days per week), no after school clubs and or activities for one marking period.

15-19 - missing assignments = homework club (1 marking period /3 days per week), no after school and or activities for two marking periods.

20 and above - missing assignments = homework club (all year / 3 days per week)

The student and the parent will be notified (through a homework interim report) at the levels stated above.

The students in grades 5 and 6 are at one of their most impressionable ages. It is essential for the school and parent(s) to take a supportive role in encouraging students to understand the long-term importance and the implications of doing their HOMEWORK.

HAMILTON TOWNSHIP PUBLIC SCHOOLS



GEORGE L. HESS EDUCATIONAL COMPLEX

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David P. Neff, Jr., *Vice Principal 5-6*
Lucy Michel, *Guidance Counselor 5-6*

PERMISSION SLIP and INTERIM REPORT for Homework Club

Dear Parent/Guardian:

As a result of missed homework assignments, your child _____, will be participating in the Homework Club on Tuesday, Wednesday, and / or Thursday.

Please review the following: Homework Accountability Policy for Grades 5 and 6

Your son / daughter has missed _____ assignments as of _____ and the following applies:
Date

1-5 – missing assignments / Teacher Intervention / Documentation

6-9 - missing assignments = Enrollment in the homework club (1 marking period / 1 day per week), parent notification, no after school clubs / activities for 1 month. (Starting on _____ Finishing on _____)

10-14 - missing assignments = homework club (1 marking period / 2 days per week), parent notification no after school clubs and or activities for one marking period. (Starting on _____ Finishing on _____)

15-19 - missing assignments = homework club (1 marking period / 3 days per week), parent notification no after school and or activities for two marking periods. (Starting on _____ Finishing on _____)

20 and above - missing assignments = homework club (all year / 3 days per week)

Please be advised that the buses leave the school at 4:00 p.m. The time that your child arrives home will be dependent upon the number of students riding a particular bus over the geographical area it must serve.

You may pick up your child no later than 3:55 p.m in the Hess School lobby. If you have any questions, please feel free to call 625-7788.

Sincerely,
Mr. Neff, Assistant Principal 5 & 6

PLEASE SIGN AND RETURN THIS ENTIRE FORM TO Mr. Neff, Assistant Principal 5 & 6.

I give my child permission to participate Homework Club on the day(s) noted above.

Student's Name

Grade

Parent/Guardian Signature

Date: _____



All Children Can Learn! All Children Can Succeed!

RECIPIENT OF NATIONAL BLUE RIBBON AWARD, NEW JERSEY DEPARTMENT OF EDUCATION STAR SCHOOL AND BEST PRACTICE AWARDS

HAMILTON TOWNSHIP PUBLIC SCHOOLS



GEORGE L. HESS EDUCATIONAL COMPLEX

700 Babcock Road, Mays Landing, New Jersey 08330 • Phone (609) 625-6600 • Fax (609) 625-1505

Lisa C. Dagit, *Principal*

Melanie Lamanteer Cox, *Vice Principal 2-4*
Gail Siegelman, *Guidance Counselor 2-4*

Lynn Evangelist, *Guidance Counselor 2-6*

David P. Neff, Jr., *Vice Principal 5-6*
Lucy Michel, *Guidance Counselor 5-6*

Homework Accountability Policy for Grades 5 and 6 - Discipline Requirements

All students are required to complete individual assignments and follow the basic classroom rules of the Hess School. If a student chooses to disregard the rules:

- 1.) A verbal warning should be given to the students. (1st offense)
- 2.) The student loses credit for that particular day and must complete one additional day. (2nd offense)
- 3.) The student is written up on a discipline referral. (3rd offense)
- 4.) The student is removed from the Homework Club and loses all club and activity privileges for the semester. (4th offense)
- 5.) The student is removed from the Homework Club and loses all club and activity privileges for the 2002-2003 school year. (5th offense)

All students in the Homework Club are required to bring enough school work to remain "busy" for the 50 minute club. If a student finishes their work early they may:

- 1.) Read a book
- 2.) Work on previous assignments
- 3.) Put their head down and remain quite so the others can work.

Note: It is not the responsibility of the Homework Club advisor to prepare work for students.

Students that failed to go to the correct club on any particular day are **not** permitted to join the **Mandatory** Homework Club for the day. These students should be directed to the **Voluntary** Homework Club for the day. The advisors for the **Voluntary** Homework Club for the day. The advisors for the **Voluntary** Homework Club advisors are Ms. Geyer (Tuesday and Thursday) and Mrs. Campbell (Wednesday)



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**HAMILTON TOWNSHIP PUBLIC SCHOOLS
HESS EDUCATIONAL COMPLEX
BEHAVIORAL REFERRAL**

Student's Name: _____ Grade: _____ Age: _____ Date: _____

Staff Member Reporting Incident: _____ C: Y / N

Time of Incident: _____ Location of Incident: _____ Injury: Y/N

Description of Incident: _____

Previous Action Taken by Teacher:

Parent Telephone Call 1st date: _____ 2nd date: _____ 3rd date: _____ Other: _____

Parent Conference Date: _____

Teacher Detention 1st date: _____ 2nd date: _____ 3rd date: _____ Other: _____

Referral to the Guidance Counselor Date: _____

Develop Behavior Improvement Plan Date: _____

Other _____

Disposition by Administration:

_____ Office Reprimand _____ Letter Sent to Parent _____ Conferenced with Parent

_____ Lunch/Recess Detention _____ Time Out Room _____ Developed Behavior Contract
Date(s): _____ Date(s): _____ Date(s): _____

_____ After School Detention _____ External Suspension _____ Other
Date(s): _____ Date(s): _____

Additional Comments: _____

Notification Via: () referral () letter () telephone _____ Signature: _____

_____ *I desire a conference to discuss your child's behavior. I may be reached at 625-6600 between the hours of 8:30 am to 4:00 pm.*

Parent Signature _____ Date: _____

WHITE – VICE PRINCIPAL

CANARY – PARENT

PINK - TEACHER

Biographical Data

Name	C. David Evangelist
High School	Oakcrest High School Mays Landing, NJ
Undergraduate	Bachelor of Arts Health/Physical Education Glassboro State College Glassboro, NJ
Graduate	Master of Arts School Administration Rowan University Glassboro, NJ
Present Occupation	Health, Physical Education, and Swimming Teacher G. L. Hess Educational Complex Mays Landing, NJ